

From: Jeffrey Epstein <jeevacation@gmail.com>
To: Marc Hauser <[REDACTED]>
Subject: Re: follow up
Date: Tue, 26 Jul 2011 12:11:42 +0000

will call soon

On Tue, Jul 26, 2011 at 8:07 AM, Marc Hauser <[REDACTED]> wrote:

can i count on you for the seed to get this going? it would help a lot.
i of course appreciate your support. i am also sorry for this shit
levied at you.
-marc

On Tue, Jul 26, 2011 at 8:05 AM, Jeffrey Epstein <jeevacation@gmail.com> wrote:

> I am going off line tomorrow, for the summer,, we can resume in sept. try
> to relax. i know what you are going through. its disgusting.

>

> On Tue, Jul 26, 2011 at 7:56 AM, Marc Hauser <[REDACTED]> wrote:

>>

>> but it has to be based in the sciences of learning and plasticity.
>> their problem is that they are not thinking about core cognitive
>> functions such as attention, working memory, problem solving, and
>> self-control, and how each of these can be targeted and enhanced. that
>> the curriculum is outdated is a fact. there are some interesting
>> companies trying to breakout, such as Quest Atlantis.
>> we will have to have this out!

>>

>> -marc

>>

>>

>> On Tue, Jul 26, 2011 at 7:52 AM, Jeffrey Epstein <jeevacation@gmail.com>

>> wrote:

>>> this is what gates is currently doing. it is not very intersting. no
>>> science , just expermiments in a western culture with an out dated
>>> curriculum.. there are now thousands of hours of those tapes. ..

>>> BORING..

>>> can the material be seperate from the learning.. of course not..

>>> learning

>>> about food location is not the same as the norman conquest.

>>>

>>> On Tue, Jul 26, 2011 at 7:38 AM, Marc Hauser <[REDACTED]>

>>> wrote:

>>>>

>>>> here's the model:

>>>>

>>>> One School: An online approach to solving a universal education problem

>>>>

>>>>

>>>> 1. Every parent wants their child to have the best possible
>>>> education, to learn important things and to be able to use their

>>> knowledge as they move forward. I assume no one disagrees.
>>> 2. For any given content areas, there are great teachers all over this
>>> country.
>>> 3. The quality of a teacher interacts, however, with the type of
>>> learner. There are N different types of learners; the number is
>>> greater than 1 and definitely less than 100. Some of the variation has
>>> to do with the modality in which an individual learns best (e.g.,
>>> auditory, visual), and some with the abstract-concrete distinction.
>>> 4. Take a given area and find the best teachers in this area for the
>>> particular grade level, and for each of the kinds of learning style.
>>> Video tape their lessons.
>>> 5. Now the innovation: for each lesson, imagine that there are
>>> critical branch points where the teachers asks the student a question
>>> about the material just delivered. There are, let's say, 5 different
>>> answers a child could give, and we have sampled the space sufficiently
>>> to know the most common errors. Depending on the student's answer,
>>> the video branches off into different lectures that capture the error
>>> and how to address it. Thus, each lecture is hierarchical. One path is
>>> for the kid who gets everything. Another is for a kid who stumbles on
>>> one part, but is fine with the others. The lecture therefore keeps
>>> branching at each juncture to address a problem, or gets back onto a
>>> track once a key issue is well understood.

>>> With this model, schools function in a different way. They are places
>>> for socialization, for social activities, for emotional development.
>>> But with this model of education, we have One School that does all the
>>> teaching with the best teachers in the country for each core area of
>>> education.

>>> What this would require is accumulating evidence for each area for the
>>> kinds of difficulties students have with material, so that the
>>> lectures can branch appropriately. And it would require recruitment of
>>> the best teachers, creating a competition that would like bring out
>>> the best.

>>> On Tue, Jul 26, 2011 at 7:38 AM, Marc Hauser <[REDACTED]>
>>> wrote:

>>> > jeffrey
>>> >
>>> > the stuff i am developing has the potential to go to charters as
>>> > well.

>>> > i want to develop software the can do online learning in a very
>>> > elegant way. Am attaching a sketch of the model. I agree about the
>>> > mess in education, and many ideas to develop. But need a base to
>>> > create, and the resources to do it.

>>> >
>>> > the criminal angle is simply one hook to get some funding. but the
>>> > more important point is that issues of self-control are predictive of
>>> > academic achievement! low income kids have lower self-control and
>>> > poor
>>> > academics. there are powerful techniques to improve self-control, but
>>> > they have yet to be elegantly developed and applied in the public

>>>> domain.
>>>>
>>>> how do you propose we move forward? if you donate the funds to the
>>>> Center that is linked to the Penikese School, I can use to develop
>>>> these tools and then shop them to all sorts of educational arenas.
>>>> Teh
>>>> brain plasticity issue is red hot. Most are focused on working memory
>>>> because of the application to alzheimer's. No one has really caught
>>>> on
>>>> yet to the self-control part, but it is ripe for developing
>>>> applications. I just need the resources to bring the relevant players
>>>> on board and make this happen.
>>>>
>>>> thoughts?
>>>>
>>>> marc
>>>>
>>>>
>>>> On Tue, Jul 26, 2011 at 7:25 AM, Jeffrey Epstein
>>>> <jeevacation@gmail.com>
>>>> wrote:
>>>>> I think your better place and future is with all the money now
>>>>> wasted
>>>>> on
>>>>> charter schools.. you can posit that individualss have different
>>>>> learning
>>>>> methods. these methods MUST be front and center , so one is not
>>>>> attempting
>>>>> to insert Apple software in to Pc hardware. tough example, I
>>>>> belive
>>>>> afro
>>>>> american learn kinestically, . if you let them jump around the
>>>>> class.
>>>>> they
>>>>> will do better.. the first thing we do is tell them to sit in one
>>>>> place
>>>>> and
>>>>> listen.. you can deal with the gender differnces in math learning.
>>>>> STAY
>>>>> away from criminal work. It will be bad for you. I cannot do that as
>>>>> a
>>>>> test... no amount is carved out by definition , but it is totally up
>>>>> to
>>>>> you
>>>>> tonegotiate terms and conditions.
>>>>>
>>>>> On Tue, Jul 26, 2011 at 6:39 AM, Marc Hauser < >
>>>>> wrote:
>>>>>>
>>>>>> dear jeffrey
>>>>>>
>>>>>> thanks for thinking about how to help. i am considering two
>>>>>> non-profits, one the school that i mentioned where there is a
>>>>>> possibility of creating a center for cognitive enhancement and

>> >> >>> brain
>> >> >>> plasticity. here is the link to their donation site:
>> >> >>> <http://www.penikese.org/donate/ways-to-give/>
>> >> >>>
>> >> >>> would this work?
>> >> >>>
>> >> >>> here are a few questions:
>> >> >>> 1. could you do 75k or 100k? with this amount, we could really
>> >> >>> develop
>> >> >>> the tools to have a suite of tasks targeting specific aspects of
>> >> >>> brain
>> >> >>> plasticity and enhancement, with elegant interfaces.
>> >> >>> 2. would you set up the so-to-speak constraints, that the funds be
>> >> >>> targeted specifically for the work i wish to do, or would this come
>> >> >>> from me?
>> >> >>> 3. do you imagine carving off some amount of the contribution to
>> >> >>> the
>> >> >>> place itself so that they feel as if they are getting something as
>> >> >>> well? of course, they are getting something potentially big with
>> >> >>> the
>> >> >>> program i am bringing, but
>> >> >>>
>> >> >>> i am meeting with the other organization this friday and will have
>> >> >>> a
>> >> >>> better sense then.
>> >> >>>
>> >> >>> here is the basic idea, insight, and approach.
>> >> >>> Brain plasticity, self-control, and the reduction of career
>> >> >>> criminals
>> >> >>>
>> >> >>> 1. career criminals cost society \$1-2 million dollars each.
>> >> >>> 2. career criminals reveal signature of self-control problem:
>> >> >>> repeated offenses despite punishments, interventions, etc.
>> >> >>> Self-control problems are the single best predictor of career
>> >> >>> criminals
>> >> >>> 3. capacity for self-control matures over development; youths have
>> >> >>> best shot of change due to neural plasticity
>> >> >>> 4. if we can prevent youth crimes or arrest recidivism, massive
>> >> >>> savings; this is an international problem, so there is opportunity
>> >> >>> for
>> >> >>> work abroad as well.
>> >> >>> 5. early assessments of self-control are highly predictive of
>> >> >>> future
>> >> >>> delinquency
>> >> >>> 6, self-control as an exhaustible short term resource... like fast
>> >> >>> twitch muscles
>> >> >>> 7. self-control like long term slow muscle for strength and
>> >> >>> support
>> >> >>> and can be strengthened
>> >> >>> 8. we have powerfully reliable and predictive assessment tools for
>> >> >>> self-control
>> >> >>> 9. we have a rich set of tasks that can improve self-control,
>> >> >>> specifically targeting brain plasticity and mechanisms for
>> >> >>> inhibitory

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> *****
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